

Behaviour and discipline – Consequences



At St Mary's Primary School, we pride ourselves on the good behaviour, personal development and welfare of our pupils. The majority of pupils are very well behaved and there are very few instances of misbehaviour. Teachers have high expectations of children in all aspects of their learning and children tend to rise to meet their teachers' high expectations.

We understand that very young children may need more frequent reminders and that it could take a while for them to fully understand the school's rules and expectations but we are determined to ensure children quickly learn to treat each other, and their teachers and other adults, with appropriate respect.

Our school values are central to all that we do and they are closely linked to our system of rewards. We prefer to encourage good behaviour with positive reinforcement rather than waiting until there is an instance of bad behaviour that requires a punishment.

To keep everyone safe in school and to help us to provide a suitably positive learning environment it is important that children know what is required of them. It is an expectation that children will adhere to the school, classroom and playground rules. In the event a child chooses not to behave in an appropriate way the school has a series of sanctions at its disposal, depending on the level of unacceptable behaviour. The following is an indication of the boundaries of behaviour and a guide (not an exhaustive list) to indicate some of the sanctions that can be used to help us to improve unsatisfactory behaviour.

	Behaviour examples	Possible Sanctions
Stage 1	<p>Low level disruption/testing boundaries</p> <ul style="list-style-type: none"> Occasional calling out Unfocussed and distracted behaviour Interrupting a teacher, adult or other pupils, whilst they are talking or teaching Choosing to make noises or not settling quickly or pushing into the line 	<p><i>Reminder of classroom and school rules</i></p> <p><i>Pupil will be asked to change where they are sitting</i></p> <p><i>May be asked to complete work at playtime</i></p>
Stage 2	<p>Continuous low level disruption</p> <ul style="list-style-type: none"> Choosing to regularly distract other children after a warning Repeatedly choosing to ignore the rights of other learners Choosing to frequently settle slowly to whole class and group activities 	<p><i>Pupil will be asked to sit on his/her own</i></p> <p><i>Completing work at playtime</i></p> <p><i>Detention during school hours</i></p> <p><i>Parents may be contacted</i></p>
Stage 3	<p>Serious</p> <ul style="list-style-type: none"> Choosing to ignore an adult Choosing to challenge authority including rudeness and answering back Choosing to be disobedient e.g. refusing to do work or not doing what he/she has been asked to do Using poor language Choosing to throw objects in the classroom 	<p><i>Parents will be notified if a child reaches stage 3</i></p> <p><i>Child will be asked to write a letter of apology to the child or adult to whom they have been rude</i></p> <p><i>Detention during school hours</i></p>

		<p><i>If a child uses poor language to a teacher, the teacher may send a letter home and/or will talk to parents</i></p> <p><i>Children who choose to be disobedient and/or challenge authority will be sent to the Key Stage Leader or the Headteacher or a member of the school's senior leadership team.</i></p>
Stage 4	<p>Very Serious</p> <ul style="list-style-type: none"> • Making the choice to deliberately create disturbances and stop others in the class from learning • Choosing to harm someone else, including bullying • Choosing to damage something that belongs to another child or the school • Choosing to leave class without permission including wandering around the corridors • Choosing to leave school without permission • Choosing to deliberately discriminate (by leaving other children out) or using racist language or behaviour towards other children • It is very serious if a child chooses not to change their unacceptable behaviour 	<p><i>Parents will be informed if a child reaches stage 4</i></p> <p><i>Parents will be regularly talking to the child's teacher and possibly the Headteacher or member of the school leadership team, through regular monitoring meetings</i></p> <p><i>Children could be asked to carry out some jobs in school</i></p> <p><i>Children will be sent to the Headteacher</i></p> <p><i>Children who choose to destroy property will be expected to replace it</i></p>

Stage 5	<p>Extremely Serious</p> <ul style="list-style-type: none"> • It is extremely serious if a child chooses to constantly disregard the school's sanctions • It is extremely serious if a child repeatedly leaves the classroom without permission • Choosing to seriously challenge adults including violent or threatening behaviour e.g. throwing furniture, slamming doors or verbally threatening others is considered extremely serious • It is not acceptable to use or show potential weapons • It is extremely serious if a child chooses to fight or deliberately harm another child • It is extremely serious if a child is not genuinely remorseful for their poor behaviour at any stage 	<p><i>Parents <u>will</u> be asked to talk to the teacher or Headteacher if a child reaches stage 5</i></p> <p><i>If a child chooses to use seriously extreme behaviour all incidents will be logged and a Home school log set up by the class teacher</i></p> <p><i>If a child's behaviour is at stage 5 they may be excluded from the class</i></p> <p><i>If a child's behaviour is very dangerous or disrespectful then very serious incidents can lead to a temporary or permanent exclusion from school.</i></p> <p><i>A child's senior school will be informed</i></p>
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